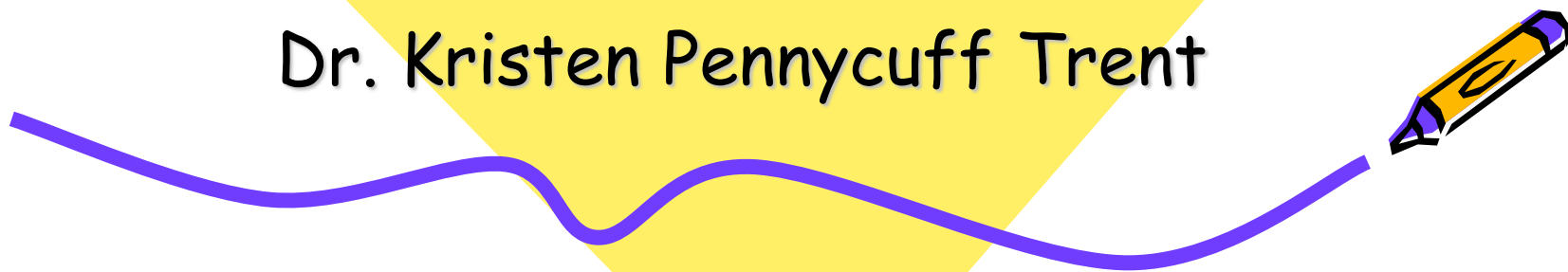
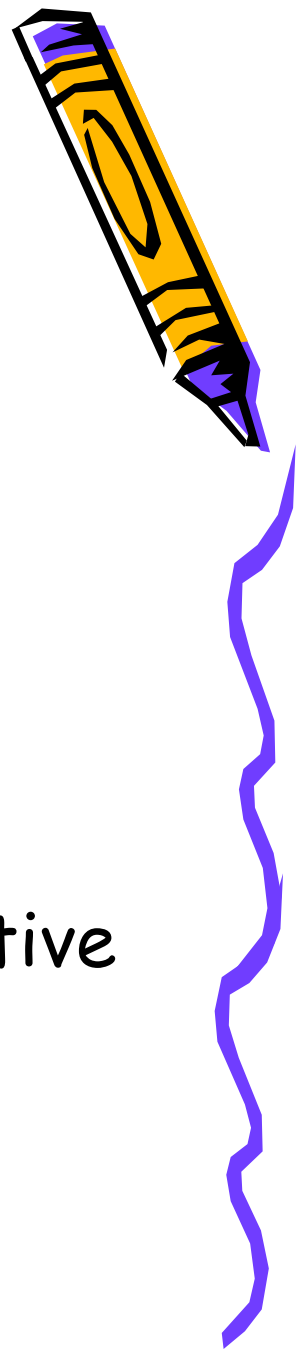


Principles of Communicative Language Teaching

Dr. Kristen Pennycuff Trent



Review: Methods and Approaches for ESOL

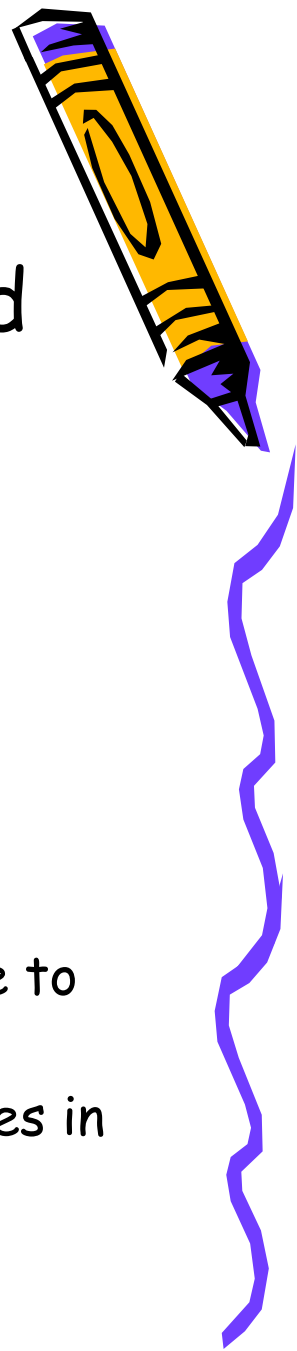


- Grammar-Translation Method
- Direct Method
- Audio-Lingual Method
- Suggestopedia
- The Silent Way
- Total Physical Response
- The Natural Approach
- The Communicative Approach



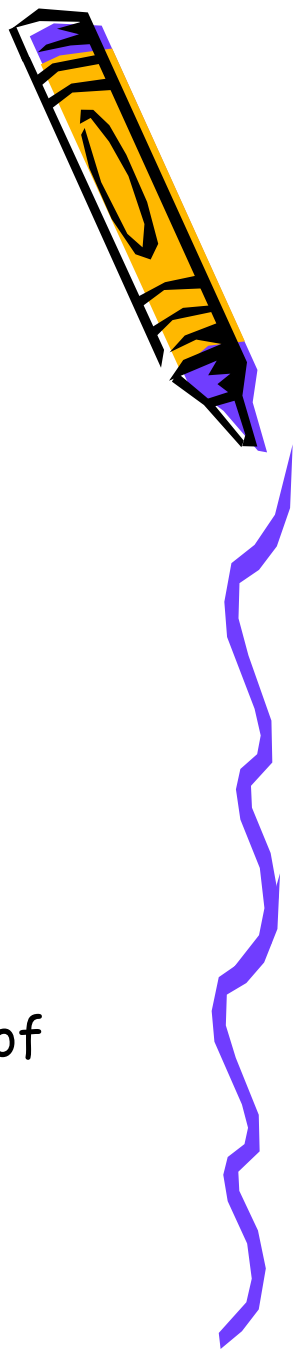
Communicative Competence

- Knowledge of when to say what and how to say it to whom
 - Grammatical Competence
 - Skills to speak and write accurately
 - Grammar, pronunciation, spelling, phonology
 - Discourse Competence
 - Skills to engage in conversations
 - Connect sentences or stretches of discourse to form meaningful, coherent discourse
 - Become both sender and receiver of messages in spoken and written discourse



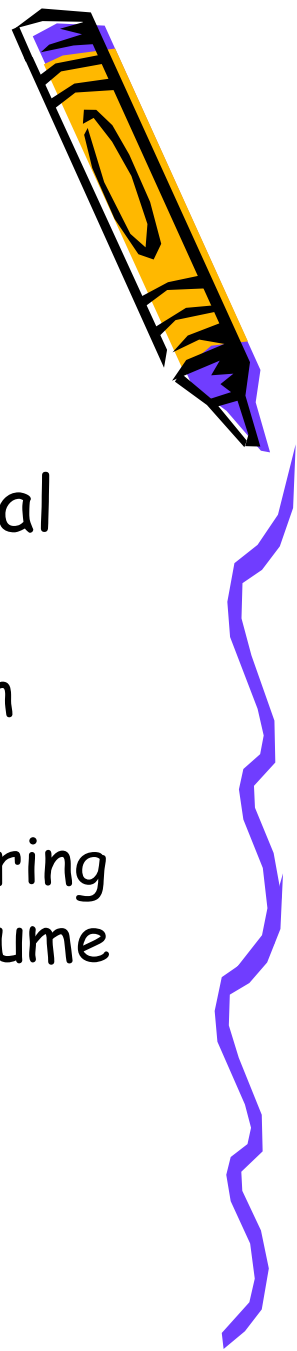
Communicative Competence

- Sociolinguistic Competence
 - Using socioculturally appropriate language and discourse patterns in a variety of social settings
 - Requires understanding of social conventions,
 - roles of participants,
 - and purpose of interaction
 - Which also determines the appropriateness of forms (register) and meaning



Communicative Competence

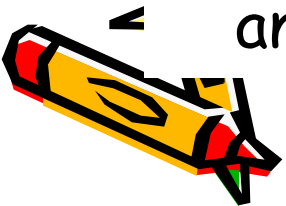
- Strategic Competence
 - Manipulating language to achieve communication goals by utilizing verbal and nonverbal strategies
 - Can be considered fix-it strategies when communication breaks down
 - Paraphrasing, repeating, avoiding, gesturing to convey a point, modulating tone or volume



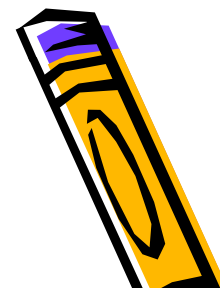
Communicative Language Teaching



- Focuses on meaning through interaction in the target language
- Uses materials or texts that reflect authentic or real-world language
- Allows learners to rehearse language used outside the classroom by focusing on language forms or skills and the learning process
- Focuses on previous knowledge, experiences, or skills learners bring into the classroom as important contributors to language learning
- Plans a careful link between classroom language and real-world language



Communicative Language Teaching



- Language Authenticity
- Goals
 - Focus on meaning; fluency and some level of accuracy are needed; specific skills may be developed in the process of learning
- Inputs
 - Focus on language that has real-life use reflected by choice of topics, language functions, use of relevant personal knowledge, and the way native speakers use language to communicate
- Roles
 - Active, negotiative role; both as sender and receiver
- Setting
 - Oral and written interaction with people inside and outside the classroom; cooperative learning



Language Authenticity

- The rationale for selecting authentic materials includes:

- (1) they are much more interesting to learners;
- (2) they provide a "rich" source of input because they focus more on meaning than on form;
- (3) they have high face validity to learners because learners perceive these materials to be relevant, thereby increasing learners' intrinsic motivation; and
- (4) they expose learners to cultural concepts and skills through language use



Language Authenticity



Real World

- Real-world tasks resemble the type of interaction that occurs outside the classroom

Pedagogic

- Pedagogic tasks are those that are typically done in the classroom, but they enable learners to build necessary skills that are important for communication in the target language.



Roles of the Teacher

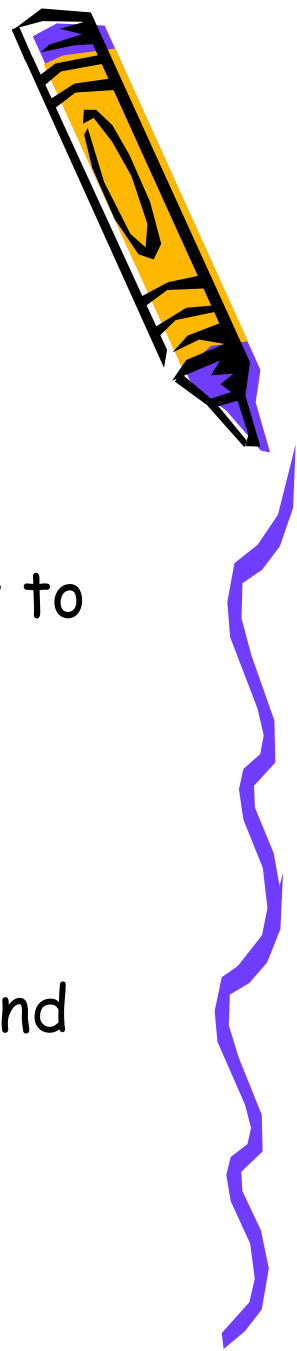


- Controller and director
 - Plan for interaction
 - Know how to initiate an initial response from Ss and how Ss will demonstrate performance skills
 - Ensure the flow and direction of interaction and production of desired responses
 - Be a facilitator who removes roadblocks to learning
 - Motivate students to take risks
 - Be a resource with advice and counseling to Ss



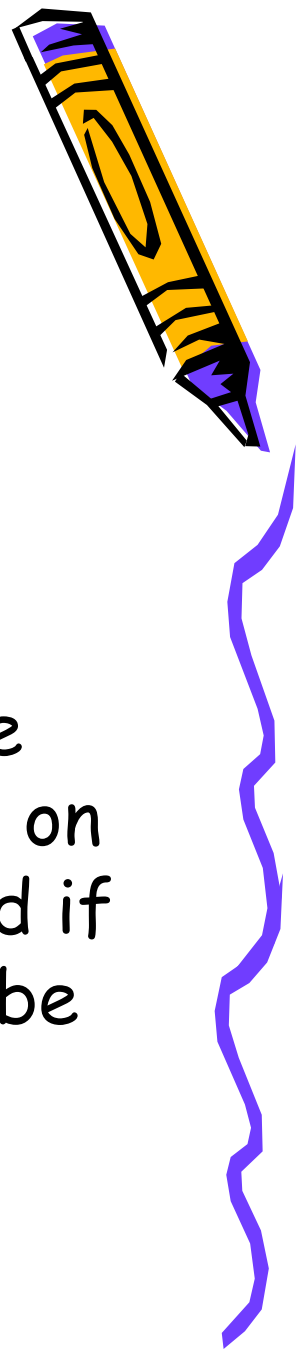
Roles of the Learner

- Partner in Control
 - Must take risks
 - Take responsibility for own learning and develop autonomy and skills in learning how to learn
 - Be creative in experimenting with ways of creating and using language
 - Be active by performing tasks, interacting with T and Ss, and by listening, speaking, and practicing the language
 - May be asked to help organize learning by making and displaying artifacts



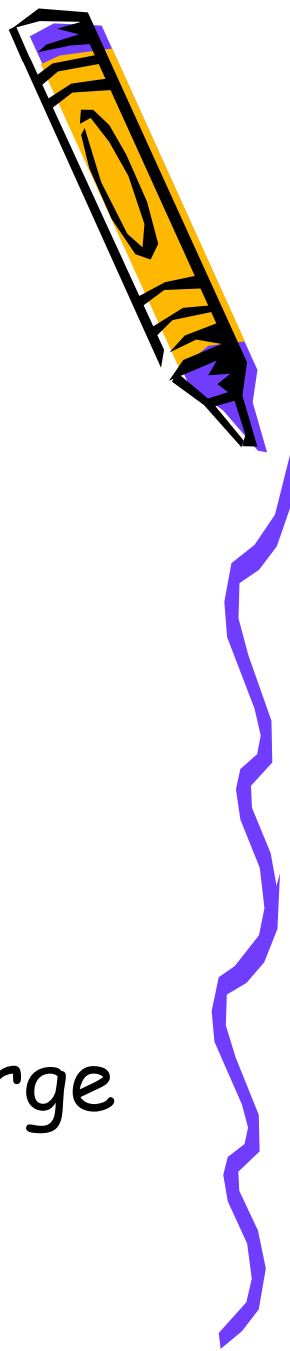
Roles of the Learner

- Must also learn to tolerate uncertainties and ambiguities.
 - For example, learners may be encouraged to read or talk by comprehending the overall gist of the message as opposed to concentrating on every single word in the message. And if they do not understand, they should be willing to ask for help and error correction and ultimately learn from their errors.



Roles of the Learner

- Learners must also learn to live with errors and not let errors become an impediment to their learning.
- In general, learners in a communicative paradigm must eventually learn how to take charge of their learning, with guided support.



Settings



1. the classroom arrangements specified or implied in the task,
 - Learning mode: whether learners are working individually or in groups or working at a self- or teacher-directed pace
2. the task that occurs in the classroom or outside the classroom
 - Environment: where the actual learning takes place



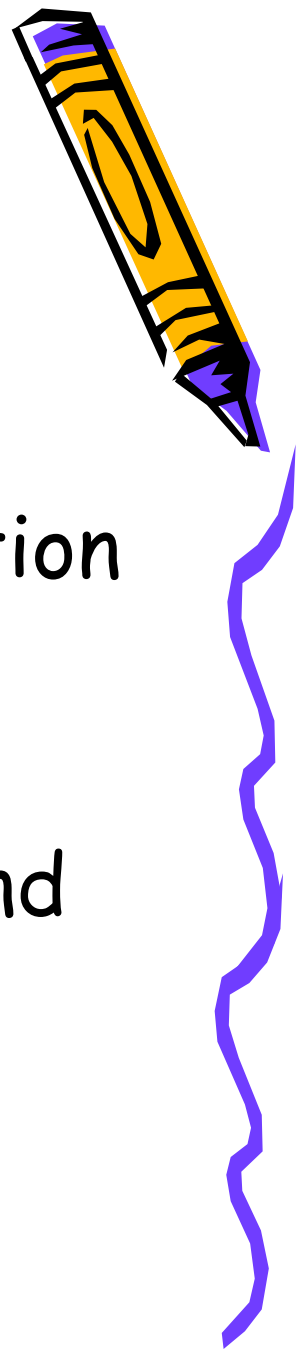


Settings: Cooperative Learning

- Developing a greater sense of accountability and responsibility
- Exposing learners to natural exchanges as students engage in extended discourses that are more realistic
- Encouraging learners to become communicators in a wide range of situations and to practice a full range of language strategies



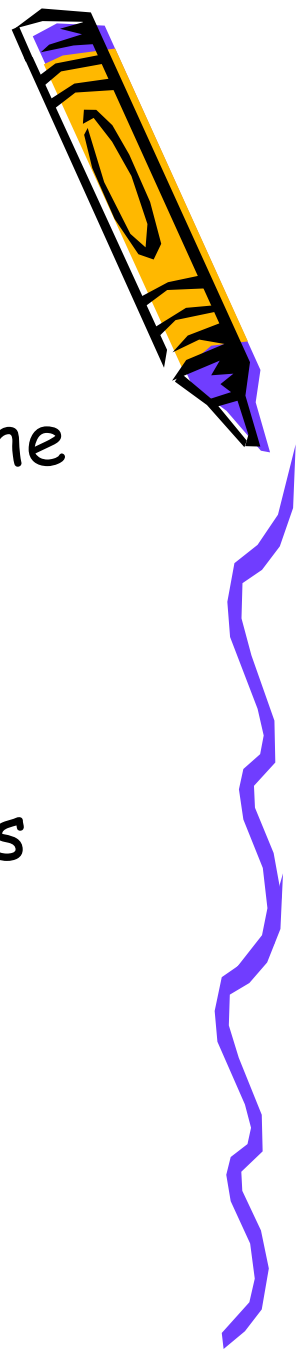
Mixed Groups of Fully English Proficient Students and New English Learners



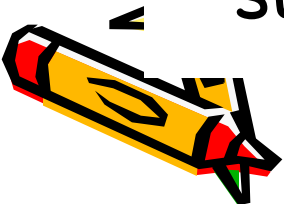
- EP students provide language modeling and encourages socialization
 - Meaningful interactions
 - Help of peers in relaxed setting
- ELP students provide awareness and acceptance of new languages and cultures



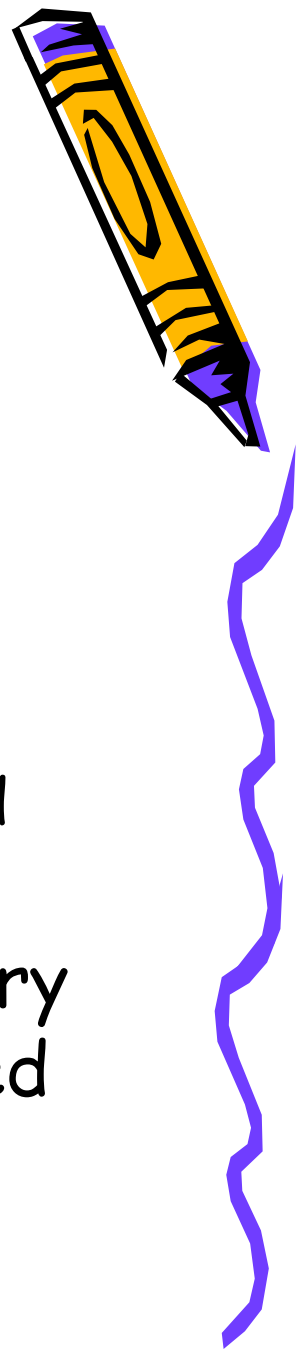
Mixed Groups of Monolingual English Learners and Bilingual Students



- Validates the language and culture of the group
- Supports maintenance of bilingual students' language
- Shows that learning of new culture does not have to replace home culture
- Utilizes code-switching between two languages and thus provides additional support for new ESL Ss



Monolingual Groups of New English Learners

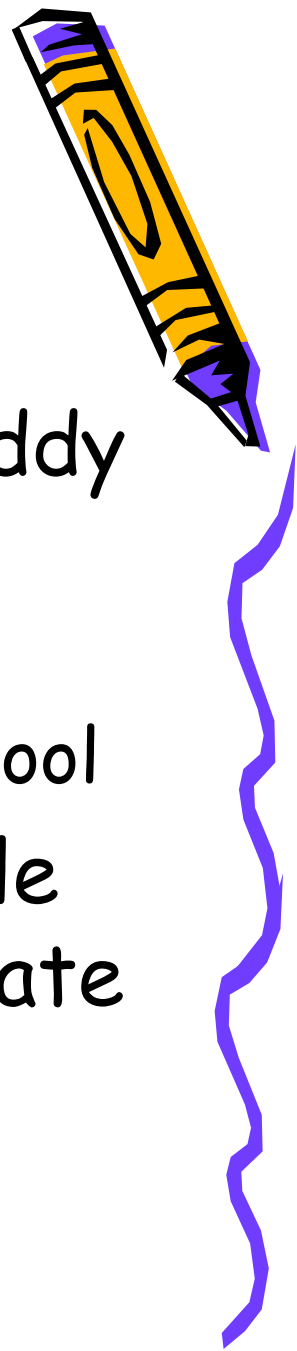


- Grouping Ss who speak a common first language provides a comfortable environment for sharing and enables all members to understand one another.
 - Reduces stress and embarrassment
 - Helps Ss accept and learn new language and culture more readily
- Drawback: Ss may rely heavily on primary language, so this grouping should be used with the first two

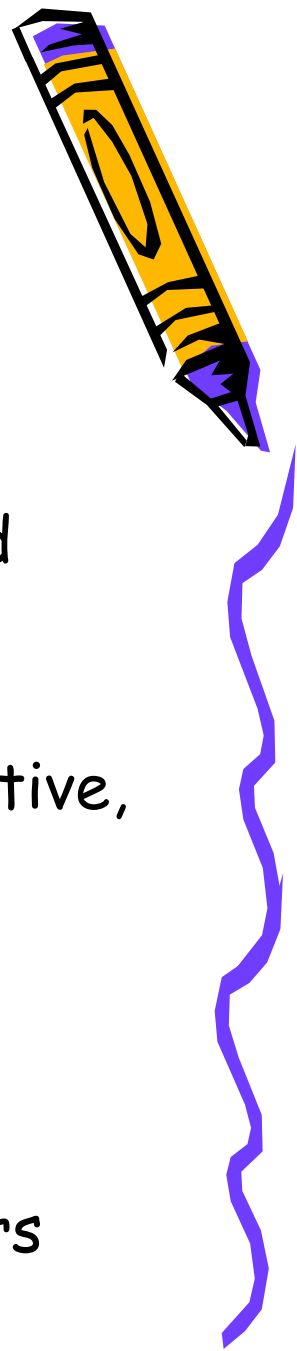


Buddy System

- Pairing newcomer with bilingual buddy
 - Help understand new routines and culturally specific rules
 - Help find important places in the school
- Assigned for specific term or whole year to promote bonding and alleviate anxiety



Gender Based Groups

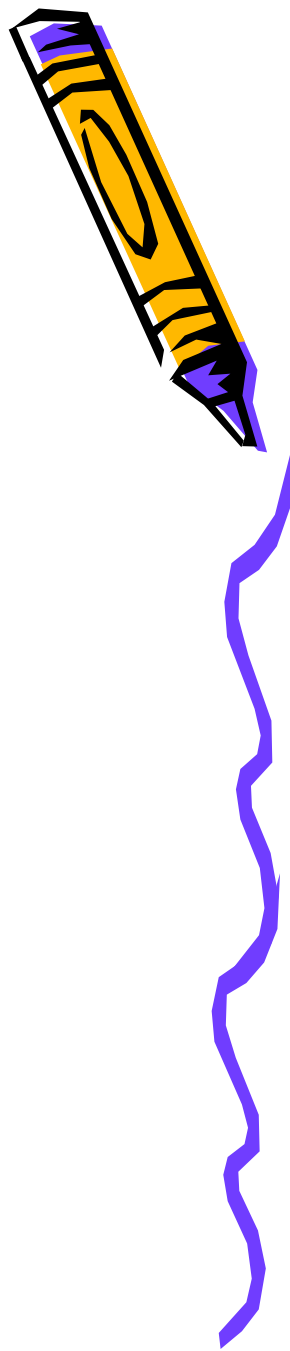


- Some Central and South American countries, Japan, Slovakia, and some countries in the Middle East,
 - Gender roles are clearly differentiated and inequality between the sexes is more acceptable
 - Males are typically expected to be competitive, visible, and achievement oriented, whereas females are expected to be nurturing
- Sweden, Yugoslavia, Norway, and South Africa prefer gender equality
 - Males and females treated as equal partners working together



Two Other Types

- Interest Groups
- Personality Groups



Four Interacting Aspects of Communicative Language Approach



- What is the goal of language learning?
- In what does the goal interface with the types of input that will be used for teaching language?
- What are the roles of teachers and learners?
- How do these roles impact classroom organization and types of instructional activities?

